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ABSTRACT

This report presents results from questionnaires administered to a range of individuals (N=41) involved in the organization and management of college provision for secondary pupils as well as questionnaires administered to S3 and S6 secondary students (N=863) within Scotland's Lothian Region concerning the effectiveness of college provision, including work simulation, college projects, and college courses. The report: (1) explores staff perceptions of the learning outcomes which it was hoped college provision would deliver, as well as pupils' reasons for choosing to take up or ignore the possibility of spending time in college; (2) examines the question of how far expectations had been fulfilled and what were seen as the chief gains to have resulted from college provision; (3) discusses some of the areas where providers felt current arrangements could be improved; (4) examines aspects of improving the way pupils are prepared for their college experiences; and (5) brings together the issues which the data suggest have particular importance and whose consideration is likely to be useful to the Region. Results confirm that in many aspects the experiment of bringing colleges and schools together to provide a richer curriculum for school pupils has borne fruit. Suggestions for developing and improving the implementation of these college/school activities are presented. Appendices provide the study questionnaires. Contains two references. (GLR)

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The Scottish Council for Research in Education

Furthering Education?

Links between schools and further education colleges in Lothian Region

Harry Black
Heather Malcolm
Anne Bankowska

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Furthering Education?

Links between schools and further education colleges in Lothian Region

Harry Black
Heather Malcolm
Anne Bankowska

The Scottish Council for Research in Education

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1 Background and method

Background

This report is one of a series prepared for Lothian Region by the Scottish Council for Research in Education as part of the Council's evaluation of Lothian Region's TVEI extension programme. Our remit on this occasion was to evaluate the nature and perceived effectiveness of college provision for pupils in S3 to S6.

Because the nature of college provision varies considerably according to the year group concerned, this study has three distinct strands. We were asked to evaluate college provision for the following groups:

- pupils in S3 (who went on a 'work simulation day')
- pupils in S4 (who were offered a 'college project')
- pupils in S5 and S6 (who had chosen to follow a timetabled course in college).

For each of these we set out to find answers to five questions:

- What expectations did college staff, school TVEI coordinators and pupils have of these college experiences?
- What had the pupils gained from them?
- What were thought to be the advantages and disadvantages of the present arrangements for college provision?
- Where pupils were given the choice, what factors were thought to affect their uptake of the college option?
- Could any of the learning outcomes be achieved in other ways?

Method

Data were gathered between February and April 1992. As we were interested in the views of those working both in colleges and in schools, we began by ascertaining the range and extent of college provision throughout the school year by contacting the TVEI coordinators in each of the five colleges concerned. We then conducted interviews with a range of individuals involved in the organisation and management of college provision for secondary pupils, with a view to exploring the issues involved and to preparing the way for further data collection.

Both the relative complexity of the study and the size of the pupil sample we wished to use (pupils from S3 to S6 in 23 schools) dictated a questionnaire approach. On the basis of the data collected during our initial interviews, we constructed five questionnaires designed to canvass

the views of the pupil and staff groups. The pupil group included all those in S3 who had attended a work-simulation day at their local college, pupils in S4 who had and had not attended a college project, and pupils in S5 and S6 who attended college on a regular basis during the second term of the 1991-92 session. The staff questionnaires were aimed at those who were involved in delivering courses to school pupils in the five further education colleges in the Region, and at school TVEI coordinators in each of the 23 Phase Two schools.

As would be expected, response rates varied among the different sets of data providers. Questionnaires for S3 pupils, all of whom are expected to attend a work simulation day, were sent to one tutor group (estimated at 30 pupils) per Phase Two school. This anticipated a total of 750 questionnaires, 546 of which were completed and returned to us - a relatively high response rate of almost 73%.

For the S4 and S5-6 year groups, for whom college provision is optional, the picture is somewhat more complex. With respect to S4, we clearly could not gather information from pupils in schools which did not offer the college project at all, or were scheduled to do so only after the study was to have been completed. We therefore administered questionnaires to one tutor group (estimated at 30 pupils) in the twelve schools offering pupils the opportunity to attend a college project at some time during the period late August 1991 to April 1992. This yielded a total of 360 questionnaires, 276 of which were completed and returned to us by the date specified. Again, this response rate of 77% was good and only two schools failed to submit returns.

On the basis of information provided by the college coordinators, we administered individually-addressed questionnaires to pupils in S5 and S6 attending courses at college during the second term of the 1991-92 session. With respect to this group, we encountered a difficulty related to the timing of the study. Many of the pupils taking advantage of this type of college provision are 'Christmas leavers' who were unavailable for the purposes of the study in the spring term. In one college, for example, 168 pupils attended between August and December 1991, but only 85 were reported to be attending between January and March 1992, when data were gathered. The number of pupils in S5 and S6 which we were able to survey was thus very small (approximately 152), and we have no information from the large client group of Christmas leavers. Further, the response rate (27%) is poor for this group: only 41 completed questionnaires were returned.

In contrast, the administration of questionnaires to school TVEI coordinators and college course providers proved a much simpler matter. We sent questionnaires to TVEI coordinators in all the Phase Two schools, as all had some degree of involvement in college provision given that work simulation for S3 is compulsory. We then asked the five college coordinators to provide us with a list of those members of staff involved in teaching school pupils in college, and on the basis of the information they gave sent out a total of 77 questionnaires. 41 of these were completed and returned, giving a response rate of 53%.

Those who are interested in the raw data will find the percentage scores for each of the questionnaires appended to this report.

The report

The data which emerged from this relatively complex battery of instruments forms the substance of the following report, which is organised in seven sections. This, 'Background and method' is the first. It is followed by a very brief account of some characteristics of our data providers which readers might find interesting in relation to the information contained in the study; but our discussion of the data does not begin until Section 3, which we have called 'Aims and choices'. Here we explore staff perceptions of the learning outcomes which it was hoped college provision would deliver, as well as pupils' reasons for choosing to take up or ignore the possibility of spending time in college. From a presentation of these views, it is a natural step to considering how far expectations had been fulfilled, and what were seen as the chief gains to have resulted from college provision. This has been done in Section 4, entitled simply 'Gains'. This section also addresses, however, the question of whether schools could have acquired the same benefits without buying time from the colleges.

Having looked at the positive aspects of college provision, the report turns attention in Section 5 to some of the areas where providers felt current arrangements could be improved. The data suggest that one of these is the way that pupils are prepared for their experiences in college. This is discussed in Section 6, 'Preparing for college'. We have brought together those issues which the data suggest have particular importance, and consideration of which we feel will be useful to the Region in our closing discussion. It will be found in Section 7, 'Points for consideration'.

2 Who provided the information?

Before they focus on the data, readers of this report might find it helpful to know something more about the people who contributed to its data base.

Staff

With regard to adult respondents, the five individuals with whom we secured initial interviews were people holding senior posts: the Region's depute Director for Secondary Education, the Regional TVEI Coordinator, school and college coordinators and a headteacher. We received completed questionnaires from 21 of the Region's Phase Two schools; of the TVEI coordinators who filled them in, we know that the largest single group (53%) was made up of AHTs, with a further 24% being subject teachers. The remaining respondents were either guidance PTs or APTs, and there was one Depute Headteacher.

The responses from further education colleges covered a wide variety of departments, as follows:

Engineering and building	9	Technology	2
Business studies	7	Hairdressing/service industries	2
Livestock	4	Painting and decorating	1
Maths and sciences	3	Drama/ media	1
Caring and community studies	3	Health and recreation	1
Food/catering	2	General education	1
Art/design/photography	2		

Pupils

As we have already pointed out, we sought information from three separate pupil groups. What we know about our respondents is summarised below.

S3 (work simulation) 540 respondents	**S4 (college week)** 289 respondents	**S5/6(college option)** 41 respondents
• 49% were girls, 51% boys	• 49% were girls, 51% boys	• 51% of these were girls and 49% boys
• the largest single group (46%) planned to leave school only after they had completed sixth year	• the largest single group (46%) planned to leave school only after they had completed sixth year	• over half of them all (59%) planned to leave school only after they had completed sixth year
• 38% hoped that they would be going to college to gain further qualifications	• 27% hoped that they would be going to college to gain further qualifications	• 34% hoped that they would be going to college to gain further qualifications
• 35% wanted to get a degree	• 31% had set their sights on getting a degree	• 17% aimed to get a degree
• 26% hoped to get on to a YTS scheme	• only 12% wanted to get on to a YTS scheme	• only 5% wanted to get on to a YTS scheme
• 22% hoped they would be able to move straight into a job		• 41% hoped they would be able to move straight into a job
All these respondents had experience of a work simulation day	Only 57% of these pupils had experienced a college project week	All these respondents were attending or had attended college as part of their S5/6 curriculum

3 Aims and choices

In recent years, perhaps one of the most interesting developments in secondary education has been the attempt to bring schools and further education colleges closer - to recognise that each has something to contribute to the other and that together the two types of institutions can offer young people a richer and more varied curriculum. In order to analyse the perceived value of the three kinds of 'bridges' which are the focus of this report, it seemed to us that it was crucial to understand why those staff who were responsible for organising college provision felt it was important. What did they hope for from it? Similarly, we were interested to know for what reasons pupils themselves would be motivated to choose a college experience. We begin by looking at staff views.

Interview data

The S3 work simulation day

During our exploratory conversations with selected individuals, three types of expectations for this type of college provision emerged as paramount. They were:

- that pupils should learn more about further education
- that their personal development would be furthered
- that they should increase their understanding of the working world.

It was hoped that pupils would find out, not only what courses were on offer and what qualifications could be gained, but also what being in a college, with its large student population and adult atmosphere, was like. According to one of those we interviewed, the day would give them 'a taster of the college, which is a very huge building compared to a secondary school - a lot of adults, a lot of older people' and according to another, they would 'rub shoulders with the rest of the pupil population.' Such an experience, it was hoped, would encourage pupils to grow in confidence and maturity, while the focus of the day itself would lead them to have 'their eyes opened to what the world of work is about', as one person put it.

The S4 'college week'

Expectations for the college week in S4 were not dissimilar. The week was seen largely as 'an extension of what they do in S3 but a bit more detailed, with a bit more variety.' Again, there was the hope that pupils would expand their knowledge of the further education system and what it had

to offer; but the potential for personal development seemed less prominent at this stage than the opportunity for pupils to look towards the future, to progression into higher education and into a career.

The S5/6 college option

This tendency to look to the future was underlined when staff spoke of their expectations of college provision for pupils in S5 and S6. They thought of it as a way in schools could expand their curricula, enabling the young people to gain additional qualifications - the mechanisms by which doors to the future might be opened. 'The main use is to expand our curriculum,' stated one of those we interviewed, very directly, and as another expressed it,

> I expect the experience that they get to build on what they've got in schools ... I expect them to get some form of accreditation for that, whether it's National Certificate, [or] a Higher National Certificate.

In this respect, the concept of progression was seen as important – modules covered at college should take pupils further along their chosen pathways.

Such were the views of the key individuals we talked to at the outset of the study. But how far were they shared by the school and college staff involved in providing pupils with experience in further education? The questionnaire design afforded the opportunity to find out.

Questionnaire data from staff

Based on the views summarised above, we constructed a number of statements about expectations with which staff might or might not agree. School TVEI coordinators were asked to indicate which five they considered to be most important for each year group. College coordinators, presented with the same list, were asked to tick as many as they thought important for the year group with which they had most to do; from these we selected the five most commonly thought important among this group. Table 1 below shows the responses for the information given by school staff.

Table 1: Expectations of college provision most commonly held by school staff

% of school staff responses	S3	S4	S5-6
Greater awareness of what being at college is like	81	67	38
'Hands-on' experience in one or more college departments	76	-	-
A taster of something quite unlike what they do in school	71	-	-
Greater knowledge of what doing a job entailes	62	-	-
Enhanced personal and social development	62	-	-
A chance to broaden their educational horizons	62	-	-
Greater awareness of what is available in FE in general	-	48	-
Greater awareness of the courss available at the college	-	43	43
A chance to firm up their idea on future career aspirations	-	43	48
A more positive aproach to FE and HE	-	38	48
A chance to extend their range of accredited subjects	-	-	53

(n = 21)

These findings indicate that opinions were more homogeneous for the work simulation day than for either the college week or the more sustained college attendance offered to S5/6 pupils. For both of the latter, views were more varied, which meant that fewer people were in agreement about what was important. That pupils should gain 'greater awareness of what being at college is like' is the only expectation to feature among those most commonly held in all groups. Indeed it is difficult to see how staff knowing that pupils would spend time in the further education college environment would not have such an expectation. However, the immediate gains to be had from work simulation ('hands-on' experience and greater knowledge of what doing a job entails), as well as broad hopes of extending pupils' views beyond their school horizons and enhancing their personal development, give place by S4 and S5/6 to expectations more focused on the FE environment itself and the part it may play in shaping pupils' career aspirations.

Interesting though it would be, it is difficult to draw up a similar table from the responses given by college providers; so few claimed to have a main involvement with either type of provision that insufficient data are available for conclusions to be drawn. For S4, for example, one person's response constitutes 20% of the total. For what it is worth, the data from college providers tell us that, again, staff expected pupils in S4 and S5/6 to gain greater awareness of what it was like to be at college; to get hands-on experience; to firm up their ideas for future careers and to develop a more positive approach to further and higher education. However, while 'greater awareness of the courses available at the college' featured among the 'top five' for S4, for the S5/6 year group it is replaced by 'a chance to pursue an interest in tandem with school work'.

We can, however, indicate which five expectations of work simulation were most commonly held amongst college course providers. These data are presented in Table 2 below, which also shows the percentage of course providers who felt these expectations had been met.

Table 2: College providers' expectations of the work simulation day and the extent to which they were felt to be met

	% holding this expectation	% feeling the expectation had been met
Greater awareness of what being at a college is like	92	80
'Hands-on' experience in college departments	92	92
A taster of something quite unlike what they do in school	88	84
Greater knowledge of what doing a job entails	84	68
A chance to firm up ideas on future career aspirations	68	48

(n = 25)

Clearly, respondents were satisfied that the first three of these expectations had been met, although there was less conviction that expectations related to knowledge of work and career expectations had been fulfilled.

Although they do not feature among the five expectations most commonly held, more than 50% of college providers whose main involvement was with S3 had considered three further aims to be important. These were:

- that pupils should gain greater awareness of courses available at college
- that they should develop a more positive approach to further and higher education
- that their PSD development should be enhanced.

Over half (52%) felt that the last of these had been satisfactorily met, but only 48% felt the same about the first and fewer still (40%) about the second.

Such, then, were staff hopes for college provision. We turn now to pupils in S4 and S5/6, and to their reasons for choosing - or not choosing - to go to college instead of remaining at school.

Pupil choice

Why had S4 pupils chosen to go on the 'college week'?

As we noted earlier, 57% of those who returned the 'college week' questionnaires had decided it was for them. Why had they found the college week an attractive option?

As Table 3 below makes clear, most respondents had been motivated by hopes of getting information, not just about the further education college itself but also about jobs that might be of interest to them. According to the pupils, they had been little influenced by either teachers or parents: these reasons were their own.

Table 3: Pupils' reasons for going on the 'college week'

	% of pupils responses
A desire to find out more about the college	58%
A desire to find out more about jobs they might do	51%
Teachers' views that it would be a good idea	9%
Parents' views that it would be a good idea	3%
Miscellaneous, but in particular expectations that it would be interesting and a belief that it was compulsory	12%

We were intrigued to discover through open comments that seven pupils, 4% of those who went on the college week, had the impression that the college project was compulsory. It would be interesting to know how that impression had been gained.

Those pupils who had decided against going on the college week (a large minority at 43%) had done so for the following reasons:

- Lack of interest 40%
- Not being given the choice 34%
- Too much work 18%
- Miscellaneous, ranging from illness to clashes with work experience. 19%

The fact that a relatively large proportion indicated that their reason for not going on the week was not having been offered the chance suggests that some of these pupils, at least, might have liked to go. We know from a number of staff comments that some schools do not offer the college week; perhaps the knowledge that a sizeable pupil group is at least potentially interested in it might prompt them to reconsider. As the list above indicates, however, the largest group of non-attenders was just not interested. There could be many reasons for this, among them that pupils might already have as much information about college and careers as they needed, and had already formed clear ideas about what they were going to do. However, it could also be that the courses offered by the colleges were not seen as attractive. Those with responsibility for college provision might wish to think through the implications of this.

In S4, then, pupils were looking principally for information about the further education college and about career possibilities. What of that small group of pupils in S5 or S6 who were attending college on a regular basis? What had motivated them to commit themselves to a relatively long-term project? Were they looking for similar information?

The college option in S5/6

We probed more deeply into the choices this group had made than we had done for S4, asking what courses they had selected and why they had been chosen. We discovered that the main body of respondents was covering a range of courses, the most common being in the areas of word processing and related modules, closely followed by reception skills and photography:

	% choosing		% choosing
Word processing	22	Caring and catering	10
Reception skills	17	Games and sport	10
Photography	17	Business studies/ office technology	7
Computing	15		
Information technology	12		

There was a scattering of other modules, each taken up by one person - for example, motor vehicle maintenance, the Scottish legal system, first aid and art and media studies. Responses from some pupils made it clear that they were taking more than one module. Analysed according to gender, these choices reveal a pattern likely to be disheartening for those engaged in promoting equal opportunities takeup: eight of the nine pupils taking word processing were girls, as were all those taking reception skills and

'caring and catering'. All five taking information technology were boys, and five of the seven taking photography were also boys. Interestingly, so too were the four who had chosen games and sport as their college module.

Why, though, had these pupils chosen college courses as they had? What had they expected to get out of them? The questionnaire offered ten possible reasons, derived from insights gained during the six initial interviews, and for each one pupils were asked to say how true that reason had been for them. As Table 4 below shows, well over half the pupils had selected their courses out of interest in the college (and a corresponding eagerness to be away from school for a while!) and for reasons to do with their perceptions of the usefulness of the courses themselves.

Table 4: Pupils' reasons for choosing college courses in S5/6

	very/quite true (%)
It was a chance to do something out of school	88
It gives me a chance to find out more about what the college offers	83
It was a chance to get additional qualifications	80
It's something that will be useful to me after I leave school	73
It's a useful addition to what I'm doing in school	61

We noted that a course which offered 'something interesting that was not offered in school' did not emerge as a strong reason for choosing a college course: only 46% of the pupils who responded to the questionnaire identified it as one of their reasons. Many of the courses pupils commonly chose at college - word processing, computing, information technology - were in areas which are offered in schools, so that finding is not, perhaps, surprising. While it is true that the approach taken and the equipment available for use at college might make the course different from that taken at school, we wonder whether pupils making choices without experience of the college world will know that is the case. Is there a need for further education colleges to 'market' their courses more imaginatively? Or might it be worth the colleges' while to re-think the courses they could offer school-based pupils? The data suggest that most of these pupils, at their advanced stage of school life, see qualifications as factors instrumental in furthering their careers, and courses which offer prospects of improving their chances in this regard are those regarded as attractive. Such perspectives seem to be an extension of the motives of pupils in S4 for pursuing the 'college week', namely to find out more about the college and about careers that might be open to them.

Although they are not shown in the table, some of the responses to statements which did not seem to be true for the majority are also interesting. The fact that 71 and 85 per cent respectively told us it was not true that they had chosen their courses because they had been the only things to fit with their timetables, and not true that the courses had been

picked because they filled timetable gaps, suggests that their course selections stemmed from real choice, not just administrative convenience. Over 80 per cent of pupils also rejected the idea that they chose to do the courses at college because, though these had been offered at school, insufficient pupils had been interested, or it had been impossible for the school to fit them into their timetables. This information, added to the fact that the S5/6 pupils were taking college courses in areas which are often available in schools, appears to underline the attraction value of 'a chance to do something out of school'.

The data presented in this section tell us that it was important to both school and college staff that pupils should learn more about further education, not only in terms of its environment but also of its potential as a system for helping them progress. In S3 and S4, particular emphasis was laid on its ability to give insight into the world of work and, with respect to the work simulation day, on pupils' personal and social development. Pupil hopes were largely similar, reflecting the desire to know more about the college, about jobs they could do and, in S5/6, to gain additional qualifications. Whether the existing arrangements for college provision had satisfied those aims is a question towards which we turn in the next section.

4 Gains

So far we have established what were the chief aims of school and college staff in organising opportunities for young people still at school to spend time at a college of further education. We have also established some of the principal reasons why pupils in S4 and S5/6 were interested in taking up the college option. We have said nothing, however, about how satisfied the pupils felt with their various experiences or about the data which tell us how far staff thought their aims were being met. It is to these issues that we now turn, beginning with an examination of what the pupils thought of their time in college.

Pupil views

The work simulation

The questionnaire to S3 pupils pupils offered them a number of statements that might have reflected their opinions about the work experience day, and asked them to indicate the extent to which each was true for them. Table 5 below lists those which most S3 pupils thought were true.

Table 5: What pupils had gained from the work simulation day

	very/quite true %
I had a go at doing something practical in college	85
It was quite unlike anything I ever get to do in school	82
It gave me a clearer idea of whether or not there might be something at the college for me	72
It gave me a lot of information about the courses you can do in college	63
It gave me an idea of the skills I might need in different jobs	62
It gave me an idea of what work is like	62
It made me more confident in myself	54

There were other statements, however, with which most pupils did not agree. Teachers might be disappointed to know, for example, that most S3 pupils were not glad to get back to school and had not decided to work harder at school as a result of the work simulation day. Nor did most (61%) feel they had a better idea of the qualifications they needed for the kinds of jobs they were interested in; but, as fewer than half (46%) felt that the day had given them a clearer idea of the kinds of jobs they might do, and as that goal did not feature as particularly important in the staff data for work simulation aims, that finding is not, perhaps, surprising.

Although these data suggest that the day had helped to increase pupils' self-confidence, the majority view about this was small. Work simulation was clearly enjoyable, though as many as 89% of the S3 respondents told us so. Perhaps one reason was that it was 'quite unlike anything I ever get to do in school'. Certainly it had offered most pupils a chance to work in a practical way, which might also have been part of the attraction. Many pupils had learned more about the college itself. They had also learned something about working life, not so much as it related to their own interests but in a general way. How much of this was true for pupils at the S4 stage?

The 'college week'

A similar set of opinions was presented to S4 pupils. Table 6 shows these responses.

***Table 6:** Pupil opinions of the 'college week'*

	very/quite true %
It gave me an idea of what being at college is like	95
I got the chance to do something practical	93
It gave me a chance to work with other people	89
I was treated more as an adult	85
It was quite unlike anything I ever get to do in school	83
It gave me a clearer idea of whether or not there might be something at the college for me	80
It made me responsible for my own learning	77
It gave me a lot of information about the courses you can do in college	70
It gave me a chance to try out something I'm interested in	67
It gave me an idea of the skills I might need in different jobs	67
It was too bitty, we did a bit of everything	63
It made me more confident about myself	58

Opinion was evenly divided on the question of whether the college week experience had motivated pupils to work harder at school, and respondents rejected two statements: that the college week had given them a better idea of the qualifications they needed for the kinds of jobs/courses that interested them (echoing the views of their younger peers) and that it built on what was being done at school. Only a quarter agreed that the latter statement was true.

Clearly, S4 pupils, like those in S3, felt that they had had experience of 'hands-on' practical work and had learned more about the college and what it had to offer them. It is difficult, however, to see how the week could fail to do this. They had been expected to act in an adult way, being themselves responsible for what they learned. As with the S3 group, for more than half the pupils the week had increased their self-confidence, though again the majority holding this view was small.

Asked to rate the college week overall, 70% of the pupils thought it had been very worthwhile, though a similar percentage (73%) felt it had been less so than work experience, for which some of the aims are similar (Malcolm and Johnstone, 1991).

College provision in S5/6

The S5/S6 group was offered a range of possibilities and asked to state how true the statements were. Table 7 below lists the opinions that were true for most pupils .

***Table 7:** What pupils had gained from college provision in S5/6*

	very/quite true
	%
It's given me an idea of what being at college is like	93
It's given me more of an idea of what's available at college	83
It's given me a chance to try out something I'm interested in	80
I've learned things that will be useful when I leave school	80

As the table shows, again pupils' hopes of finding out more about their further education colleges were fulfilled. In addition, these pupils were coming away with something useful once school was behind them, as they had hoped to do. Although many pupils had not chosen their college courses purely on the basis of interest in them (see Table 4), a large percentage acknowledged that the college had given them a chance to indulge those interests. However, we also know that a small majority (54%) seems to have been disappointed with its college experience, telling us that it had not been quite as good as they had anticipated. Perhaps these pupils had held over-optimistic expectations of college (as opposed to school) life to begin with, but this finding might nonetheless be of interest to those delivering college courses.

Two of the opinions offered (not shown in the table) tended to be judged not true. The college courses had not, apparently, helped most respondents (56%) to decide what to do once they had left school, and most (54%) felt that the courses had not really fitted in with what they were doing at school.

All three pupil groups, then, agreed they had gained knowledge about the college, the courses it ran and the potential it offered them. Their experiences had given them opportunities to try things out in an atmosphere very different from that of school, and the great majority had found their experience to be enjoyable and worthwhile. However, there was a certain level of agreement about other areas, where gains were doubtful. The data from all year groups suggests that the college experiences had not helped most pupils come to decisions about their future jobs or careers. Neither S3 nor S4 pupils felt they knew more about the qualifications they would need. And the information from S4 and S5/6 pupils suggests that work is still to be done if college courses are to relate more clearly to school work.

Are there alternatives to college?

Practical, 'hands-on' experience; insights into working life; information about the further education college itself as well as the system of which it was a part; and personal growth through exposure to that college world so different from school. These, then, were the advantages that pupils and staff felt they had gained through college provision, most strongly through work simulation in S3 but to some extent also in S4, 5 and 6. Given that buying college provision is costly for schools, and that the basis on which funding is provided for this purpose is likely to change in coming months, what can be said about the likelihood of obtaining these advantages in other ways? More specifically - could they be provided by the schools themselves? The data suggest it is unlikely.

In the view of over half the college staff responding to the questionnaire, 51%, college provision was unique and could not be replicated elsewhere. Six of these respondents offered insight into this judgement with notes scribbled in the margins of their completed questionnaires. Five drew our attention to the fact they worked in areas which demanded highly specific equipment, adhesion to the rigour of industrial law or both. Schools could not simulate such situations, having neither the equipment nor the specialist knowledge needed. One, for example, wrote 'The industrial situations of catering and the laws governing this provision are not transferable to schools,' and another 'Craft specialists and equipment exist in colleges. To duplicate them would be prohibitive in costs for secondary schools.'

The sixth took an additional perspective in pointing out that it was the very atmosphere of a college, different from that of a school, from which pupils learned. 'The atmosphere in college is often quite an eye-opener for the youngsters,' he wrote. 'They like being treated as an adult person in their own right.' This view is reinforced by the information from pupils, already discussed, which suggests that part of the attraction of a college option is its difference from school. If it is thought important for pupils to learn about further education through absorbing the atmosphere of a college, as the data from our initial interviews suggest, it is hard to see how that particular set of lessons can be simulated elsewhere. It is also hard to see how the school environment could provide the adult atmosphere which school staff hoped would help pupils on their way to maturity.

How far did the perspective taken by school staff match this view of the appropriateness of colleges in achieving the outcomes outlined in this section? Though they were less sure than the college providers of the unique quality of college provision, they certainly acknowledged its value. One of those we interviewed had said,

> [I think that] the schools understand that what the colleges are doing is just meeting a need that they can't meet. They just don't have enough experience of other routes. Schools tend to see just one route, where the students finish at sixteen.

Whether or not that was the reasoning behind their responses, 71% of school staff agreed that though some of the provision made in colleges

could be given in schools, colleges were much better placed to offer it, a position adopted by the rest of the college respondents.

Opinions which highlight the value of the college input to secondary-level education lead us to note that two of those we interviewed commented on the improvements in liaison between schools and colleges since attempts to bring the two closer together had begun. 'The college has proved itself, over the last few years, much more prepared to liaise with the schools,' said one, who represented a school. He added,

> Things like attendance records, which have in the past been very haphazard ... that's all organised now ... The colleges are very much geared to supplying what we need in schools.

From the college perspective, one person stressed the dedication and professionalism of school staff with respect to liaison with the college:

> It means that I have a personal contact with the schools, and there's a teamwork about it, there's a commitment about it that I've never experienced before ... The school/ college relationship has increased beyond all one's imagination over the past four years. I go into schools, I'm welcome in schools, many school staff come to college.

And although our open question asked school staff to comment only on reasons why their expectations had not been fulfilled, no fewer than six felt impelled to comment positively about work simulation. 'Excellent provision, very satisfied,' wrote one. 'There have only been very positive experiences of the work simulation,' wrote another, while 'An excellent day' commented a third.

The data we have suggest, then, that in the main pupils were satisfied with their experience at college. Satisfaction seems to have been greatest for the work simulation day. Although pupils tended to agree that both the college week and attending college to do modules in S5 and S6 helped them learn more about the college and the further education system, they also agreed that the work did not really build on or fit in with what they were doing at school. College staff tended to feel that pupils had indeed gained experience of what college life was like, but were less sure that their aims with respect to more vocational areas had been met. The data available, though slight, suggest that the relationship between school and college courses could be improved.

To know how far pupils and providers felt satisfied with the provision made for school pupils at college is one matter; to understand something of the reasons behind those feelings is something more, and it is on these that the next section concentrates.

5 Realising the aims: possible barriers

So far, this report has looked at the expectations held by both providers and client groups of the various types of college provision, at the extent to which they thought these had been met and the benefits that they felt had come from college provision. We now turn our attention in a slightly different direction, and ask what factors, if any, were thought to stand in the way of full realisation of the aims of college provision for school-based pupils.

Work simulation

As the foregoing data will have made clear, the level of satisfaction with the work simulation day in S3 was generally very high. Most expectations had been met, and pupils had found the day to be enjoyable. Invited to give open comments on college provision, several school staff remarked on its excellence. It is within that context of overall satisfaction, then, that the one criticism of the day must be set: that it was too short.

The seven comments to this effect, which came mainly from college providers, concerned the impossibility of giving pupils a realistic idea of work and their own aptitudes for it in six hours. As one college lecturer put it:

> One day is insufficient time to give a realistic impression of what a job entails. This can lead to false impressions and because the work has to be simplified ... the job can tend to be glamorised,

while another explained:

> There is not enough time for the young person to properly assess their ability in the activity, or for the teacher to assess their practical skills and give suitable careers advice.

We wonder, however, whether lecturers might not have too high a set of expectations of the work simulation day. Six hours is indeed a short time, but though it might not give adequate opportunity for giving a totally realistic idea of a job or for assessing pupil ability it is, perhaps, enough to open pupils' eyes to possibilities. Earlier research, reported in *Changing Teaching, Changing Learning* (Black et al, 1991) suggested that teachers in schools have high professional expectations which occasionally get in the way of their realising that sometimes it can be appropriate to set one's sights lower. The same could perhaps be said of lecturers in further education. And though two school TVEI coordinators also commented on the brevity of the work simulation, one of those we interviewed had suggested that brevity might in itself have advantages, as blocks of curricular time could be hard for schools to find.

Provision in S4 and S5

Problems with time

Differences in views with regard to provision for these two groups were minimal. Again, many remarks (10 comments) concerned time; but though college lecturers were again worried that they had too short a time with the pupils, the problems school staff identified were more complex. They encompassed not only brevity but also the difficulties caused by travelling long distances and, in S4, the need to find a suitable gap in the timetable. Two people remarked on clashes with work experience, which might lead to opportunities being offered to pupils in an uneven fashion. As one school coordinator wrote, 'This year it was not possible to offer time at college to all of our S4 as it clashed with a week when half the year group were doing work experience.'

Dissatisfaction with courses

The other substantial group of comments (12) concerned dissatisfaction with courses. Comments in this area came from both school and college staff, but the perspectives taken by each were slightly different. The former complained that some courses were not available, that some were inappropriate to pupils' needs and still others did not complement work done at school. 'Some students get bored with the [college week], especially when discussion about courses takes place rather than 'hands-on' experience,' wrote one, while another commented, 'Some of the modules on offer are duplicated at schools - eg, games/ sports, photography, word processing'.

On the other hand, college providers felt that information between schools and colleges was poorly shared, and in particular that course articulation could be improved. 'Links not strong,' wrote one. 'Either they [pupils] are not studying any related topics, or they are unable to make the connection,' wrote another, and 'Pupils from school don't seem to have any idea of what goes on in the college or what is available,' commented a third.

The need to improve communication between schools and colleges was also underlined in a comment from one of the school coordinators, who wrote

> Courses offered are not always complementary to school provision - dialogue is needed. I would like to see clear 'career pathways' being opened up, rather than 'curricular pathways'.

And, in a further open question, no fewer than eleven college providers identified closer contact between schools and colleges, at classroom level, as something which would help improve college provision. The ideas of school staff visiting pupils while they were at college and more direct contact between college lecturers and the pupils for whom they would be providing courses were mentioned several times, suggestions being made through remarks like these:

> Instead of just a TVEI coordinator giving a talk to school, subject lecturers should be able to meet school pupils to explain the curriculum.
>
> There is still room to provide for the school teacher to come and actually see the pupils at work in the college.

A concern that school and college courses did not articulate well with each other had been mooted by two of those we had interviewed in the early days of the study. 'I think S5 is the weakest area', said one, 'because the colleges have not come up with the idea of guaranteed progression ... That would have real currency in the young people's minds'. The other told us:

> The ideal of ... a steady progression through modules, Highers, some of which would be at college and some of which would be here [at school] ... That has just not happened.

Communication between the two types of institutions at management level alone, these data seem to say, is not enough. The thread running through remarks such as those above is that it is direct contact between pupils and lecturers, school teachers and college providers that is needed.

Need to tighten up record-keeping

Closer liaison between schools and colleges was seen, not only as a way of ensuring that courses were more relevant, but as necessary if essential information of the administrative kind was to be passed on. As we pointed out earlier, at least one school coordinator felt that colleges now appreciated, far more keenly than in the past, the need to provide schools with information about pupil absences. But there was still thought to be room for improvement: one of the school coordinators complained that 'attendance checks are haphazard and reported well after the event.' One of those we interviewed made the point that schools and colleges are in a different position with regard to non-attenders. While schools are under a legal obligation to provide an education for pupils, colleges are under no such stricture. They may be tempted, therefore, to be less punctilious than the schools in such matters as chasing up attendance. As he put it,

> As soon as the college starts to see there's a pattern [of non-attendance] they chop them off the list and put in someone else ... Now we have to provide an education for them, somewhere or another ... The college doesn't have to provide it, and that has caused a bit of friction in the past.

Factors which might hinder closer liaison

What factors might have prevented closer liaison between schools and colleges from taking place? Data from our initial interviews suggest that one is likely to be time. 'In the past I've found myself offering the same modules in school as were being offered in college,' said one interviewee, representing a school. 'That's a breakdown in communication on both sides.' He acknowledged that discussions between school and colleges about curricular issues may have lacked the necessary depth:

> I'm not aware of having sat [with the college representative] and saying, 'Here's the curriculum - let's see what you are offering and what we are offering.' It really hasn't been done in that way

but added that to do that would be 'a massive undertaking'.

Another factor might be that schools remain uncertain of the strength of their commitment to college provision as being something in their pupils' best interests. Six college providers, asked what factors they thought influenced pupils to take up or reject the college option, identified the attitudes of school staff, whether enthusiastic or cautious. Our impression was that college providers tended to see schools as wary of encouraging pupils to get too involved with further education while they were at school. Data from the initial interviews suggested that schools were under some pressure not to send pupils to the colleges. 'I think the current situation encourages schools not to send pupils, and that'll only be supported even more by the forthcoming legislation,' said one individual. Another reinforced the point:

> I would say politically some staff in schools would not be too keen, they would see this as potentially losing their students ... Principal teachers, as I understand it ... they quite often kick up, because they're losing students for a week.

One college provider saw school staff as guardians of information about the colleges, writing:

> [One factor is] the willingness of school staff to pass on information and allow students to come to college. Schools are very protectionist and do not encourage involvement

and during the initial interviews one college representative spoke of colleges as being 'at the mercy' of the school guidance staff who would be advising pupils.

In view of the doubts expressed by both school and college staff about the quality of liaison at course level between schools and colleges, the feelings of school staff about the quality of some of the courses on offer at the colleges, and the possibility raised by one of those we interviewed that colleges offer 'low-cost' courses to school pupils, school staff may feel justified in being wary of advising pupils to choose a college as opposed to a school option. Their vigilance is likely to be strengthened when the choice is about to be made by pupils preparing for examinations. However, it is also possible that the wariness of school teachers towards further education colleges arises largely from mistrust of the unknown combined with faith in the value of what is offered at school. As one of those we interviewed expressed it,

> It's a huge job to convince schools [of the potential in further education for pupils], because guidance staff, school staff have tended to go through the traditional academic route to become a teacher ... and they have no real idea of the alternatives ... The schools, because that's their bread and butter, think that the academic route is the only route into higher education. And they're doing our young people a disservice.

In the view of another, colleges would have to continue working to improve their relationships with schools, not only 'persuading them that

this is in the students' interests' but also, importantly, 'making sure that the courses are up to scratch in the college.'

Factors influencing pupil uptake of college provision

As we have mentioned, some school staff, asked to identify reasons why their expectations of college provision were not fulfilled, pointed to the fact that some courses did not run, which had led to pupils being disappointed. One of the most common reasons why courses in further education colleges do not run - assuming they have been offered in the first place - is that too few people enrol in them. Interested in what factors might influence pupils to choose, not only specific courses but also the college option itself, we asked college course providers what they thought these factors might be. We have already discussed the strength of the opinion that the attitudes of school staff were thought to be important; others included:

- pressure of examinations
- difficulty of access, in cases where the college is remote or otherwise hard to reach
- pupils' previous experience of college
- the pupils' own interests.

There is probably little that either schools or colleges can do to ameliorate difficulties stemming from isolated college locations. However, it may be within their power to control some aspects, at least, of the other three factors.

Three college course providers recognised the need to prepare for future examinations as something likely to dissuade pupils from attending college. In this, however, there seems to be an inbuilt assumption that whatever pupils will learn at college, it will not help them prepare for those examinations. Need that, however, be the case? Why should whatever is studied at college not help pupils prepare for their examinations? If it cannot be made relevant to pupils' needs in this way, there may be a case for questioning the value of spending time at college for the 'more academic' pupils in S4, 5 and 6. Four college respondents expressed concern that pupils following academic courses chose the college option less often than those who were not, and we made the point in our first section that most provision in S5 and 6 seemed to be taken up by 'Christmas leavers'. If a more balanced range of pupil ability is to be attracted to college provision, the need for schools and colleges to work together to ensure that college courses build on work done at school becomes even more important.

If, as two of those responding to the questionnaire thought, pupils' previous experiences in colleges do indeed influence them in their decisions, the value to further education colleges of making a good impression is S3 is clear. Data available from the early interviews suggest that such impressions are important to pupils. 'I can't quantify it, but

many of them do come back,' one college coordinator told us, while a school representative said,

> Pupils who I would have expected to come back and say 'That was a waste of time' have approached me and said 'That was good, can we go back?'

Yet we know that at least one school coordinator felt that sometimes the courses offered to S3 pupils were boring. 'The media area wasn't too exciting, considering the hi-tec possibilities', he wrote. If colleges want to attract S3 pupils back in future years, it may be worth their while to give further consideration to ways of presenting all work simulation areas in an equally attractive light - even if that might mean letting school pupils loose on expensive equipment.

The third factor of which those planning and delivering college provision might wish to take account was identified as the interests of the pupils themselves. We have already stressed the importance of staff in schools and colleges getting together; how else can colleges take full account of pupil interests in what is provided? Another way to take account of such interests, however, is by presenting college provision to pupils in such a way that not only are they brought to see the connections between what is offered and their own interests, but also are helped to extract the maximum value from the experience. Views on the way that pupils are prepared for college are presented in the following section.

6 Preparing for college

Discussions with the five key individuals who had agreed to be interviewed at the start of the project suggested that the way that pupils were informed about, and prepared for, the three types of college provision varied a good deal among schools and colleges, but that college coordinators had an appreciable input. One school representative had told us that preparation for the work simulation day, for example, was organised mainly by the college, with some input from the schools. A college coordinator told us that to prepare pupils for the work simulation day he himself went out to the schools 'which means that the preparation is consistent'.

A third 'interviewee' was also of the view that preparation was in the hands of the colleges, telling us:

> Some colleges produce more detailed literature than others about the range of college projects. [One] offers one college project ... some other colleges target areas and pupils are able to select ... Induction and debriefing controlled by the college, that's still a feature of many projects ...

However, one college provider responding to the questionnaire suggested that the college perspective is that schools, too, make an input to preparation, whose quality varies. 'Some schools prepare pupils better than others', he wrote. He also recognised, however, that college departments might share some of the responsibility, adding that it might have to do with 'lack of information with regard to department requirements from the college.'

Although it took place in schools, then, the task of preparing pupils for their college experiences was shared between colleges and schools. How effective did those responding to our questionnaires overall believe the preparation pupils received before their arrival at college to be?

Staff Perceptions

Almost all the data we have from college staff which relate to this question concern work simulation provision, as most respondents claimed that this group was the one with which they had most to do. The majority, 52%, clearly felt that preparation could be improved, believing that pupils were either 'not very well' or 'not at all' prepared. Responses regarding the college week and provision for S5 and S6 were slightly biased towards a belief that schools prepared pupils 'quite well' - but, as with previous questionnaire data for these two groups, we must stress that respondent numbers are very small.

In contrast, over half the school coordinators responding felt pupils to

be either 'very' or 'quite well' prepared beforehand. This view was strongest for work simulation, 95% of responses being in this positive category, but the majority dropped sharply (to 57%) for the college week, with an additional 24% believing preparation was 'not very well' done. Similar percentages to those for the college week held for the preparation given to pupils in S5 and S6.

Asked what forms of preparation they thought might help to improve the college experience for pupils, college providers identified four. That most often mentioned, identified by ten of the 21 people who responded to this question, was closer contact between those responsible for the pupils at school and those delivering the courses at college. The need for this has already been raised, and we shall not discuss it further at this point. Other suggestions were that the information prepared for pupils beforehand should be of better quality (coming from five people), that courses and pupil interest areas should be matched more carefully (three suggestions) and that pupils should be made very aware that while they were at college they were expected to take responsibility for themselves (two suggestions). Perhaps a lone observation that schools needed to deal more thoroughly with absenteeism properly belongs in the last category.

Does pupil opinion reflect any of these views? Did pupils feel thoroughly prepared for their experiences in college? How much, for example, did pupils feel they knew beforehand? How much advice about the choices available to them had they received? How well matched were the courses they eventually followed to their interests, and to the choices they had wanted?

Pupil Views

Preparation for work simulation

53% of those pupils responding to the S3 questionnaire claimed they knew little or nothing beforehand about what the work simulation would involve, and only 20% claimed to have had help in deciding which area they wanted to work in. One of the headteachers we interviewed had, however, intimated that keeping the work simulation day as an element separate and somehow different from school work was a deliberate ploy to generate interest in it, telling us:

> The college rep and I get together and we have a one-day, or one-morning assembly and let the pupils know what's going on, and it just hits them, it just comes at them out of the blue.

To this he added, 'The S3 experience is not integrated, it's a bolt-on extra, a very desirable and liked-by-the-pupils bolt-on extra.' Perhaps, for the pupils, there is attraction in mystery. Despite knowing so few details about the work simulation day beforehand and their perception of having had little help in making choices, 78% of respondents claimed to have got the courses they had wanted. It is interesting that for most pupils those courses had not been directly related to what they had wanted to do after school.

Preparation for the S4 college week

Asked if they had been able to choose what they would do at college, the vast majority of pupils (90%) indicated that they had, though on what basis they made this choice is difficult to determine as 70% of our S4 respondents claimed to have known little or nothing beforehand of what they would do during the college week. Most had made their choice unaided, only 15% claiming to have been advised, usually by friends and family; and most pupils (74%) indicated that their college project had had little or no connection with their aspirations after school.

Preparation for the course in S5 and S6

Most pupils were following or had followed the courses they had wanted, only seven telling us they had to take second best, either because the courses they had wanted had been full, or because they had not run. In making their decisions about attending college, well over half the respondents had received advice from various quarters, the most common of which was social education or guidance teachers: 37% of respondents claimed to have received help from them. A further 20% also quoted 'another subject teacher' as a source of help.

The data from pupils in S3 and S4 support the view of college providers that better information should be provided beforehand, and claims from the same pupil groups that there had been little advice at school to help them choose their college courses also suggest that preparation could be more thorough. That being said, we should point out that we have no data to suggest that pupils themselves would have liked more advice or information than they had received. It is also clear that the great majority of our pupil respondents not only got the courses they had wanted but enjoyed their time at college. We also note that 57% of pupil respondents in S5 and S6 recognised that they had been advised by a teacher at school, which contrasts somewhat with the claims made by pupils in S3 and S4 of having had little help. Are younger pupils less willing or able to recognise assistance than their elder companions? Or do school staff in fact give more help to pupils in S5 and S6, recognising the importance of a commitment to regular periods of absence from school?

If there are ways in which preparation could be improved, further data from the pupil questionnaires suggest the same might be true of debriefing: only 23% of S3 respondents, and 18% of S4 respondents, claimed to have had 'a really good discussion' about their college experience once they were back in school. For 76% of S3 respondents and just over half the S4 respondents, there had been little or no such discussion. Such data lead us to wonder how far schools have integrated the notion of college provision as a learning experience into their thinking: they suggest there may be scope for schools both to prepare for, and build more firmly on, college provision than is the case at present. The case for closer liaison between colleges and schools is further strengthened.

7 Points for consideration

The data gathered for this study make it clear that in many respects the experiment of bringing colleges and schools together to provide a richer curriculum for school pupils has borne fruit. The fruit, however, has been expensive, and how far the cost is thought to be justified for the future is something the Region will wish to consider. In this final section we offer some thoughts on the data which, we hope, will contribute usefully to the debate.

Successes

The great majority of pupils enjoyed their time at college and found it worthwhile, and many of the aims staff held for college provision had been met. The evidence further suggest that although irritations caused by administrative difficulties such as spasmodic pupil attendance and patchy record-keeping have not been completely eliminated, there have been considerable improvements since the idea of bringing colleges and schools together was first put into practice. The work simulation day has been a source of particular satisfaction. Large numbers of staff felt sure of the learning outcomes at which the day was aimed, and were convinced that these had been achieved. The satisfaction expressed with other types of college provision, however, was less clear-cut.

Need to justify 'time out' for college provision

Some schools, at least, are struggling with the problems of when a college week can most appropriately be offered. We know that there are schools in the Region which have given up the struggle altogether and do not now offer their pupils a college project in S4. Constraints are many, and the curricular year is becoming increasingly crowded. As we have seen, sometimes the college week must compete with work experience for pupil time, and as schools are reluctant to take pupils out of school for any reason at a time when they are preparing for examinations, the competition is fierce and clashes likely. Doubtless some of the difficulties arising from such clashes can be managed with the expenditure of a little willpower, patience and ingenuity: we know that one school coordinator, for example, planned to circumvent a clash between the college week and work experience by re-organising his timetable for that year group. Other problems may be harder to solve, however, and in any case, the fact that there is such competition for time in the school curriculum makes it imperative that both the 'college week' and college provision justify their place in that curriculum.

Need to clarify learning outcomes expected from college provision

While staff were confident of the outcomes they expected from the work simulation day, the data suggest they were less sure what they expected pupils to gain with regard to provision for the S4 and S5/6 groups. If staff feel uncertain of the purpose of the college week, or of pupils in S5 and S6 attending college, it will be difficult for them to present either option clearly, or prepare pupils adequately for it. Some discussion about this between school and college staff might help.

Need for closer liaison about the curriculum

There is evidence from pupils, supported by comments from staff, to suggest that the work done at college did not really build on what was done at school. There is also evidence, though less strong, of some overlap between school and college work. We have already made the point that if aims for college provision are to be more precisely and widely understood, further discussion between school and college staff might be helpful. These data underline the case for closer liaison between the two types of institutions, and at curricular level. From the college point of view, insufficient information came from schools to enable college courses to articulate well with work done in school ('How would I know?' wrote one respondent against the statement which suggested that pupils had a chance in college to build on their school work) and from the school point of view the courses offered at college were inappropriate. One of our data providers pointed out how massive a task it would be to undertake such liaison. However, it could be argued that the time of a young person whose education is still based in school is too valuable to be spent at college unless the college course being followed ties in very tightly with school work, and there is no danger of college time being regarded as 'lost'.

Building on school work

The data from this study suggest that college provision makes a valuable contribution to pupils' learning experiences. In some instances this was thought to be unique. And we know that one of the reasons pupils valued the opportunity to attend college was that it was so different from school. The way in which college provision takes pupils further along their chosen pathways is, then, likely to be important. How can this be done, so that the aims for college provision are fulfilled and pupils retain their perception of the college as different from school, yet are helped further in their school work? We wish to make two points.

How useful is a whole week in college?

The first regards the S4 college project. If the only, or the main, justifications for the week are a) that pupils get more work simulation and b) they learn more about college, might it not be that the work experience entitlement will accomplish the former and that there may be ways, less expensive in

time, of achieving the latter? School staff and pupils alike tended to see the project, continuing the momentum of the work simulation day in S3, as an opportunity for pupils to familiarise themselves with the further education system and gather information which would help them shape decisions about their future careers; but as we have seen, the S4 pupil data suggest the college week was not particularly effective in helping them make such decisions. Perhaps the format of a week during which pupils follow a course or courses is not the best way in which pupils could gather such information. There are alternatives; for example, pupils might spend one or two days at the college in a session of highly-targeted information-gathering, seeking answers to questions they had previously drawn up.

Need courses be content-related?

The second point we would like to make regards the courses themselves, whether as part of the college project or comprising the option given to pupils in S5 and S6. Pupils pursuing courses for which an element of 'hands-on' skills experience is needed have already found the colleges to be particularly strong in skills development. Need courses offered be content-related? If not, one way of ensuring that they build on work done at school, contributing clearly to pupils' needs, would be for colleges to concentrate on learning skills. Previous research (Black et al, 1991) has shown that as such these are rarely taught within the school curriculum. Pupils preparing for Standard Grade or Higher examinations might also find it very useful, however, to take the opportunity of spending a week on an intensive study skills programme. Such an opportunity might also prove attractive to the 'more academic' pupils who at present are not particularly interested in college options.

Another way in which colleges might build on the work pupils must do to prepare for examinations would be to give them open but structured access to college facilities and staff expertise for a specific period. Are there aspects of investigations, say, that would lend themselves to this? The point we are trying to make is that a carefully structured opportunity for pupils to use the college as a resource for finding things out would enable them to discover a lot about further education and at the same time help them take their school work further.

Spreading information about college options

Preparing the pupils

According to the data gathered for this study, the most common single reason why pupils did not take up the option of time in college was simply lack of interest. This may reflect inappropriate targeting of courses to needs, but it may also reflect pupils' perceptions of the courses as likely to be boring - a possibility suggested by comments from school TVEI coordinators. We know that college lecturers thought that previous experience of the college was a factor likely to influence choice: in this, both pupils' own experience and that of others will be relevant. Perhaps there is a need for college providers to reassess the interest value of the courses

on offer, but perhaps they may also wish to ask themselves whether the way in which the college options are currently presented to schools does those courses justice. If, as pupils claimed, 70% knew nothing beforehand about what they would be doing during the college week, and most had received no advice about choosing their courses, perhaps this is an area deserving of greater attention from both college and school staff.

References

MALCOLM, H. and JOHNSTONE, M. *Working Out? a study of the Work Experience module in secondary schools in Lothian*. SCRE, Edinburgh 1991.

BLACK, H., MALCOLM, H., BLAIR, A., LATTA, J. and ZAKLUKIEWICZ, S. *Changing Teaching, Changing Learning: a review of teaching and learning methods in secondary schools*. SCRE/Employment Department, Edinburgh 1991.

Appendices A-E

The following appendices consist of the five questionnaires used to gather information for this study. Where appropriate, the 'raw' responses, followed by the percentages those responses represent for the group, have been included. Interested readers are asked to note that:

a) the total number of respondents, 'n', varies, not only amongst the five questionnaires but also, on occasion, amongst the question sections

b) it was not possible to include the raw data for open questions in these appendices.

Appendix A: College provision for pupils in S3, S4, S5 and S6.
Questionnaire for college course providers

Appendix B: College provision for pupils in S3, S4, S5 and S6
Questionnaire for school TVEI co-ordinators

Appendix C: Work simulation for S3

Appendix D: College Project week for S4

Appendix E: Uptake of college provision by pupils in S5 and S6

Appendix A

College provision for pupils in S3, S4, S5 and S6
Questionnaire for college course providers

This questionnaire comes to you from the Scottish Council for Research in Education. We have been asked by Lothian Region to evaluate college provision for pupils in S3 to S6. We are interested in canvassing the views of those actually involved in delivering courses to school pupils in college. You could help us by completing this short questionnaire.

1. Name of college _____ Total number of responses: 41 _____

2. What department are you in?

_____

3. What type of involvement do you have with school pupils coming into college? *(You may tick more than one box)*

		Yes	%	For how many years have you done this? Years
(a)	I am involved in delivering the work simulation to S3	35	85	
(b)	I am involved in delivering the college week/project to S4	23	56	
(c)	I am involved in modular provision for S5 and/or S6	20	49	

4. With which year group have you had most involvement? *(Tick one only)*

S3 25 61% S4 5 12% S5/6 8 20% nr. 3 7%

5. We are interested in finding out what *you* expect pupils in the group named **in question 4** to gain from their exposure to college. Please read the statements below, and tell us from *your* experience what your expectations for that group are by ticking the appropriate boxes. *(You may tick as many or as few as you want).*

		n=25 S3	%	n=5 S4	%	n=8 S5/6	%
a	Greater knowledge of what doing a job entails	21	84	3	60	4	50
b	Greater awareness of what being at college is like	23	92	5	100	8	100
c	Greater awareness of the courses available at the college	16	64	5	100	5	64
d	Greater awareness of what is available in FE in general	10	40	3	60	5	64
e	A more positive approach to FE and HE	16	64	4	80	6	75
g	'Hands-on' experience in your department	23	92	5	100	6	75
h	A chance to extend their range of accredited subjects	6	24	1	20	4	50
i	A chance to build upon something they're studying in school	7	28	3	60	5	64
j	A chance to pursue an interest in tandem with their school work	10	40	1	20	7	87
k	A taster of something quite unlike what they do in school	22	88	4	80	5	64
l	A chance to firm up their ideas on future career aspirations	17	68	4	80	7	87
m	Enhanced personal and social development	15	60	4	80	5	64
n	Other. Please specify.						

41

.....

6. How satisfied are you that your expectations are being met? For those expectations you identified in Question 5, please indicate the degree to which you are satisfied that the college's provision is adequate. *(Circle the appropriate number on the 1-4 scale).*

Responses for S3 (Work Simulation Day) n=25		Very satisfied	%	Not at all satisfied	%
a	Greater knowledge of what doing a job entails	17	68	4	16
b	Greater awareness of what being at college is like	20	80	3	12
c	Greater awareness of the courses available at the college	12	48	4	16
d	Greater awareness of what is available in FE in general	9	36	2	8
e	A more positive approach to FE and HE	10	40	5	20
g	'Hands-on' experience in your department	23	92	-	-
h	A chance to extend their range of accredited subjects	5	20	1	4
i	A chance to build upon something they're studying in school	4	16	1	4
j	A chance to pursue an interest in tandem with their school work	9	36	1	4
k	A taster of something quite unlike what they do in school	21	84	1	4
l	A chance to firm up their ideas on future career aspirations	12	48	5	20
m	Enhanced personal and social development	13	52	2	8
n	Other. Please specify.				

.....

Responses for S4 (College Project) n=5		Very satisfied	%	Not at all satisfied	%
a	Greater knowledge of what doing a job entails	2	40	1	20
b	Greater awareness of what being at college is like	5	100	-	-
c	Greater awareness of the courses available at the college	4	80	-	-
d	Greater awareness of what is available in FE in general	2	40	1	20
e	A more positive approach to FE and HE	3	60	1	20
g	'Hands-on' experience in your department	5	100	-	-
h	A chance to extend their range of accredited subjects	1	20	-	-
i	A chance to build upon something they're studying in school	-	-	3	60
j	A chance to pursue an interest in tandem with their school work	1	20	-	-
k	A taster of something quite unlike what they do in school	4	80	-	-
l	A chance to firm up their ideas on future career aspirations	4	80	-	-
m	Enhanced personal and social development	4	80	-	-
n	Other. Please specify.				

Responses for S5/6 (Timetabled College Attendance) n=8		Very satisfied	%	Not at all satisfied	%
a	Greater knowledge of what doing a job entails	2	25	-	-
b	Greater awareness of what being at college is like	7	87	1	13
c	Greater awareness of the courses available at the college	5	63	-	-
d	Greater awareness of what is available in FE in general	3	37	1	13
e	A more positive approach to FE and HE	5	63	1	13
g	'Hands-on' experience in your department	6	74	-	-
h	A chance to extend their range of accredited subjects	2	25	-	-
i	A chance to build upon something they're studying in school	3	37	2	25
j	A chance to pursue an interest in tandem with their school work	5	63	2	25
k	A taster of something quite unlike what they do in school	4	50	1	13
l	A chance to firm up their ideas on future career aspirations	5	63	2	25
m	Enhanced personal and social development	5	63	-	-
n	Other. Please specify.				

.....

7. If your expectations are not being fulfilled, why is this the case?

8. From your personal experience, how true do you think it is that the college gains the opportunities listed below from its contact with pupils in the group named in Question 4?

Responses for S3 (Work Simulation Day) n=25		Very true	%	Not at all true	%	No response
a	The chance to inform pupils what the college offers	18	72	4	16	3
b	The opportunity to improve liaison with schools	20	80	4	16	1
c	The chance for staff to work with a younger age group	21	84	3	12	1
d	The chance to review some of our approaches to teaching	16	64	9	36	-

Responses for S4 (College Project) n=5		Very true	%	Not at all true	%	No response
a	The chance to inform pupils what the college offers	5	100	-	-	-
b	The opportunity to improve liaison with schools	5	100	-	-	-
c	The chance for staff to work with a younger age group	5	100	-	-	-
d	The chance to review some of our approaches to teaching	4	80	1	20	-

Responses for S5/6 (Work Simulation Day) n=25		Very true	%	Not at all true	%	No response
a	The chance to inform pupils what the college offers	7	88	-	-	1
b	The opportunity to improve liaison with schools	7	88	1	12	-
c	The chance for staff to work with a younger age group	7	88	-	-	1
d	The chance to review some of our approaches to teaching	8	100	-	-	-

9. How well do you think pupils in the group you named in Question 4 are prepared by the school for what they do in college?

	S3 n=25	%	S4 n=5	%	S5/6 n=8	%
Very well prepared	-		-		-	
Quite well prepared	11	44	3	60	5	63
Not very well prepared	11	44	-		3	37
Not at all prepared	2	8	-		-	
No response	1		2		-	

10. If you feel more preparation is desirable, what form should this take?

11. To what extent do you feel the opportunities given to school pupils in your FE college could be offered by the schools themselves? Tick the statement with which you most agree.

	n=41	%
College provision is unique and could not be replicated elsewhere	21	51
Some of the provision could be made in schools, but colleges are much better placed to offer it	20	49
Almost all that is offered in the colleges could be offered by the schools themselves	0	

Those who identified S3 in response to Q3 please finish the questionnaire here. Those principally involved with S4, S5 or S6 please move on to question 12.

12. *(For those involved with S4-6).* What factors do you feel affect uptake of college provision?

THANK YOU FOR YOUR HELP

Appendix B

College provision for pupils in S3, S4, S5 and S6
Questionnaire for school TVEI co-ordinators

This questionnaire comes to you from the Scottish Council for Research in Education. We have been asked by Lothian Region to evaluate college provision for pupils in S3 to S6. We are interested in hearing your views on college provision for schools, and would ask you to help by completing this short questionnaire.

1. Name of school _____ Total number of responses: 21

				%
2.	Are you? ...	an AHT	11	53
		a PT Guidance	2	9
		an APT Guidance	2	9
		a (subject) teacher	5 (2 of which were PTs)	24
		other (depute HT)	1	5

3. We are interested in finding out what you expect pupils in S3, S4 and S5/6 to gain from their experiences at college. Your expectations may, of course, vary according to the year group concerned. Read the statements below and tick what you consider the five most important expectations for each year group.

		S3		S4		S5/6	
			%		%		%
a	Greater knowledge of what doing a job entails	13	62	4	19	0	
b	Greater awareness of what being at college is like	17	81	14	67	8	38
c	Greater awareness of the courses available at the college	4	19	9	43	9	43
d	Greater awareness of what is available in FE in general	3	14	10	48	6	28
e	Greater awareness of the variety of access routes to FE and HE	2	9	6	28	7	33
f	A more positive approach to FE and HE	5	24	8	38	10	48
g	'Hands-on' experience in one or more college departments	16	76	4	19	4	19
h	A chance to broaden their educational horizons	13	62	6	28	6	28
i	A chance to extend their range of accredited subjects	1	5	0	-	11	53
j	A chance to build upon something they're studying in school	1	5	1	5	4	19
k	A chance to pursue an interest in tandem with their school work	1	5	0	-	3	14
l	A taster of something quite unlike what they do in school	15	7	4	19	1	5
m	A chance to firm up their ideas on future career aspirations	1	5	9	43	10	48
n	Enhanced personal and social development	13	62	5	24	5	24
o	Other. Please specify.						

.....

4. If any of your expectations of college provision are not being fulfilled, please state which these are and indicate why you think this is the case:

S3

S4

S5/6

5. How well do you think pupils are prepared in school for what they do in college?

	S3		S4		S5/6	
		%		%		%
Very well prepared	6	28	2	9	2	9
Quite well prepared	14	67	10	48	9	43
Not very well prepared	1	5	5	24	5	24
Not at all prepared	0	-	0	-	1	5
NR	0	-	4	19	4	19

6. To what extent do you feel that the opportunities given to school pupils in FE colleges could be offered by the schools themselves? Tick the statement with which you most agree.

College provision is unique and could not be replicated elsewhere.	6	28
Some of the provision could be made in schools, but colleges are much better placed to offer it.	15	71
Almost all that is offered in the colleges could be offered by the schools themselves.	0	-
NR	0	-

THANK YOU FOR YOR HELP

Appendix C
Work simulation for S3

This questionnaire comes from the Scottish Council for Research in Education. It is our job to look at how work simulation is working in schools in Lothian Region. We would like to hear what *you* thought about it. You can help us by answering the few simple questions below. All you need to do is read the questions carefully and tick the appropriate box(es).

		n=540	%		%	NR	%
1.	*(Please tick your answer)*	male 272	50	female 263	49	5	1

2. When do you think you will leave school? *(Tick one answer)*

		%
After S4	81	15
Christmas S5	61	11
After S5	142	26
After S6	247	46
NR	9	2

3. What do you hope to do when you leave school? *(Tick one answer)*

		%
Go straight into a job	118	22
Go on YTS	16	3
Go to college for more qualifications	207	38
Do a degree at university or college	189	35
NR	10	2

Let's now look at your work simulation day at college

4. Did anyone help you choose what to do on work simulation?

		%			%			%
Yes	105	19	No	433	80	NR	2	1

5. If yes, then who? *(You may tick more than one answer)*

	n=105	%
Your social education teacher	19	18
The careers officer	3	3
Another teacher in school	21	20
Your friends	46	44
Your family	47	45

Somebody else .....3.....3%..... *(Write in here)*

For office use		
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9		
1 2 9	(11)	
0 1	(12)	
0 1	(13)	
0 1	(14)	
0 1	(15)	
0 1	(16)	
	(17)	

6. Did you get to do the course you wanted on work simulation?

Yes		%	No		%	NR		%	For office use
	423	78		112	21		5	1	1 2 9 (18)

7. Did what you did on work-simulation fit in with what you want to do when you leave school? *(You may tick more than one answer)*

Yes		%	Quite a lot		%	A little bit		%	No		%	For office use
	84	16		56	10		131	24		259	48	1 2 3 4 9 (19)

8. How much do you feel you knew about the work-simulation day before you went?
(Tick one answer)

		%	For office use
I knew everything I needed to know	31	6	
I knew more or less what I'd be doing	216	40	1
I knew a little bit about what I'd be doing	214	39	2
I really didn't know anything about it until I got there	75	14	3 (20)
NR	4	1	4
			9

9. How much use was made of your visit to college after you went back to school?
(Tick one answer)

		%	For office use
We had a really good discussion about it in class	123	23	1
We did talk about it, but it wasn't much use	115	21	2
It was mentioned briefly	235	44	3 (21)
It was never mentioned again	61	11	4
NR	6	1	9

10. How do you feel about the work-simulation day now it's over?
(Please tick the appropriate box)

	Very true	%	Quite true	%	Not really true	%	Not true at all	%	NR	%	For office use
It gave me an idea of what work is like	83	15	252	47	154	29	44	8	7	1	1 2 3 4 9 (22)
I had a go at doing something practical in college	282	52	179	33	43	8	22	4	14	3	1 2 3 4 9 (23)
It gave me an idea of the skills I might need in different jobs	135	25	202	37	138	26	51	9	14	3	1 2 3 4 9 (24)
It gave me an idea of the kinds of jobs I might do	91	17	159	29	174	32	100	19	16	3	1 2 3 4 9 (25)
It gave me more idea about the qualifications I need for the kind of job/course I am interested in	70	13	117	22	177	33	155	29	21	3	1 2 3 4 9 (26)
It gave me a lot of information about the courses you can do in college	122	23	221	41	125	23	62	11	10	2	1 2 3 4 9 (27)
It gave me a clearer idea of whether or not there might be something at the college for me	151	28	236	44	99	18	42	8	12	2	1 2 3 4 9 (28)
I was glad to get back to school	39	7	66	12	159	29	263	49	13	3	1 2 3 4 9 (29)
It made me decide to work harder at school	44	8	127	24	216	40	135	25	18	3	1 2 3 4 9 (30)
It was quite unlike anything I ever get to do in school	302	56	143	26	58	11	26	5	11	2	1 2 3 4 9 (31)
It made me more confident in myself	104	19	189	35	154	29	83	15	10	2	1 2 3 4 9 (32)
It was a good experience, I enjoyed it	377	70	101	19	28	5	22	4	12	2	1 2 3 4 9 (33)

THANK YOU FOR YOUR HELP

Appendix D

College Project week for S4

This questionnaire comes from the Scottish Council for Research in Education to look at how the 'college week' is working in Lothian Region schools. You can help us by telling us what *you* think, even if you haven't been on a 'college week'. Not everyone will complete the whole questionnaire. Follow the directions carefully and tick the appropriate boxes.

		N=289	100%					
				%			%	
1.	*(Please tick your answer)*	male	148 [1]	51	female	141 [2]	49	1 2 9 (10)

2. When do you think you will leave school? *(Tick one answer)*

		%	
After S4	55	19	1
Christmas S5	33	11	2
After S5	66	23	3 (11)
After S6	132	46	4
NR	3	1	9

3. What do you hope to do when you leave school? *(Tick one answer)*

			%	
Go straight into college	37	1	13	1
Go on YTS	36	2	12	2
Go to college for more qualifications	78	3	27	3 (12)
Do a degree at university or college	90	4	31	4
NR	48		17	9

4. Have you been on the 'college week'?

	57%		42%	NR = 2	1%	
Yes	165 [1]	No	122 [2]			1 2 9 (13)

If yes, go on to question 5 on page 2

If no, why didn't you go? *(You may tick more than one answer)*

N = 122 42%

		%	
I wasn't given the choice	41	34	0 1 (14)
I thought I had too much work	22	18	0 1 (15)
I just wasn't interested	49	40	0 1 (16)
My teachers advised me not to	1	1	0 1 (17)

Some other reason .....*(Write in here)* (18-19)

Thank you for your help. Finish the questionnaire here

For office use
CARD 1
Cols (1-2) (3-4) (5) (6)

N = 165 (Except Q7)

5. *(For those who answered 'yes' to question 4)*
Why did you go? *(You may tick more than one answer)*

		%	For office use
I wanted to find out more about the college	96	58	0 1 (20)
I wanted to find out more about jobs I might do	85	51	0 1 (21)
My teacher(s) thought it was a good idea	15	9	0 1 (22)
My parents thought it was a good idea	5	3	0 1 (23)

Some other reason ..... *(Write in here)* (24-25)

6. Were you able to choose what you did during the 'college week'?

Yes [148]$_1$ % 90 No [17]$_2$ % 10 *(If no, go to question 8)* 1 2 9 (26)

NR 124

7. Did anyone help you make your choice? N=24

Yes [24]$_1$ % 15 No [126]$_2$ % 76 NR 15 9%

If yes, then who? *(You may tick more than one answer)*

My social education teacher	2	0 1 (28)
Another teacher in school	5	0 1 (29)
The careers officer	5	0 1 (30)
My friends	18	0 1 (31)
My family	7	0 1 (32)

Someone else ..... *(Write in here)* (33)

8. Was what you did at college linked to what you want to do when you leave school?

N = 165

			%	
Yes	24	1	15	1
Quite a lot	16	2	10	2
A little bit	63	3	38	3 (34)
Not at all	60	4	36	4
NR	2		1	9

9. How much do you feel you knew about what you would be doing at college before you went? *(Tick one answer)*

			%	For office use	
I knew everything I needed to know	3	1	2	1	
I knew more or less what I'd be doing	46	2	28	2	
I knew a little bit about what I'd be doing	95	3	57	3	(35)
I didn't know anything about it until I got there	21	4	13	4	
				9	

10. How much use was made of the 'college week' after you went back to school?

			%		
We had a really good discussion about it in class	30	1	18	1	
We did talk about it, but it wasn't much use	51	2	31	2	
It was mentioned briefly	69	3	42	3	(36)
It was never mentioned again	15	4	9	4	
				9	

11. How do you feel about the college week now it's over?
(Please tick the appropriate boxes)

Let's start by looking at what you learned about the college from the college week. Read the following statements carefully, and tick the box that best matches what you feel.

	Very/Quite true	%	Not really/Not true at all	%	NR	%	
It gave me an idea of what being at college is like	157	95	8	5			1 2 3 4 9 (37)
I got the chance to do something practical	154	93	10	6	1	1	1 2 3 4 9 (38)
It gave me a chance to try out something I'm interested in	111	67	53	32	1	1	1 2 3 4 9 (39)
It gave me an idea of the skills I might need in different jobs	111	67	54	33			1 2 3 4 9 (40)
It gave me an idea of the kinds of job I might do	82	50	81	49	2	1	1 2 3 4 9 (41)
It gave me more idea about the qualifications I would need for the kind of job/course I'm interested in	53	32	102	62	10	6	1 2 3 4 9 (42)
It gave me a lot of information about the courses you can do in college	116	70	49	30			1 2 3 4 9 (43)
It gave me a clearer idea of whether or not there might be something at the college for me	132	80	32	19	1	1	1 2 3 4 5 (44)
It was too bitty, we did a bit of everything	104	63	60	36	1	1	1 2 3 4 9 (45)
It was quite unlike anything I ever get to do in school	137	83	25	15	3	2	1 2 3 4 9 (46)
It builds on what I'm doing at school	42	25	118	72	5	3	1 2 3 4 9 (47)
And then about what you learned about yourself ...							
It made me decide to work harder at school	82	50	82	50			1 2 3 4 9 (48)
It made me more confident about myself	95	58	69	42			1 2 3 4 9 (49)
I was treated more as an adult	140	85	24	15			1 2 3 4 9 (50)
It made me more responsible for my own learning	127	77	38	23			1 2 3 4 9 (51)
It gave me a chance to work with other people	147	89	18	11			1 2 3 4 9 (52)

12. On the whole, how would you rate the college week? *(Please tick the appropriate box)*

	Very/Quite true	%	Not really/ Not true at all	%	NR	%	For office use
Very worthwhile. I got a lot out of it	116	70	43	26	6	4	1 2 3 4 9 (53)
I could have used the time better at school	45	27	113	68	7	5	1 2 3 4 9 (54)
It didn't really tell me anything I didn't know about college	44	27	113	68	8	5	1 2 3 4 9 (55)
It was a complete waste of time	24	15	134	81	7	5	1 2 3 4 9 (56)

13. Did you think that the college week was .. *(Tick one answer)*

		%		
More worthwhile than work experience?	40	24	1	
Less worthwhile than work experience?	120	73	2	(57)
NR	5	3	9	

THANK YOU FOR YOUR HELP

Appendix E
Uptake of college provision by pupils in S5 and S6

This questionnaire comes from the Scottish Council for Research in Education. It is part of our job to look at how many S5 and S6 pupils attend college during their school week. We are also interested in what *you* think of the course(s) you're doing in college. You can help us by filling in this short questionnaire. N = 41

For office use		
CARD 1		
Cols	(1-2)	
	(3-4)	
	(5)	
	(6)	

1. *(Please tick the appropriate box)* male [20] 49% female [21] 51% — 1 2 9 (10)

2. How many certificates are you studying for in school this year?
(Please put the appropriate number in the box)

	%			
Highers	46	[19]	[1-2:16; 3-4:3; NR: 23]	(11-12)
Scotvec National Certificates (Modules)	95	[39]	[1-3:12; 4-6:15;6+:5; NR:16	(13-14)
Other certificates	7	[3]	[1:2; 2:1]	(15-16)

3. When do you think you will leave school? *(Tick one answer)*

		%		
After S5	[16]	39	1	
After S6	[24]	59	2	(17)
NR	[1]	2	9	

4. What do you hope to do when you leave school? *(Tick one answer)*

		%		
Go straight into a job	[17]	41	1	
Go on YTS	[2]	5	2	
Go to college for more qualifications	[14]	34	3	(18)
Do a degree at university of college	[7]	17	4	
NR	[1]	2	9	

5. Did you get any advice about attending college during S5/S6? — 1 2 9 (19)

Yes [28] 68% No [13] 32% *(Tick one answer)*

If yes, from whom? *(You may tick more than one answer)*

	%			
My social education/guidance teacher	[15]	37	0 1	(20)
Another subject teacher in school	[8]	20	0 1	(21)
The careers officer	[11]	27	0 1	(22)
My friends	[11]	27	0 1	(23)
My family	[7]	17	0 1	(24)

Someone else ...2 (1 unknown, 1 HT) 5%..... *(Write in here)* (25)

6. What course(s) are you attending at college?
(Write the name(s) of the course(s) in the space provided)

..... (26-31)

7. Was there anything else you wanted to do but couldn't?
(Write it in below)

For office use

(32-37)

8. Why was this?

(38-43)

9. We're interested in why you chose the course(s) you're doing now. Read each of the following statements carefully. For each one, tick the box that best describes your attitude.

	Very/Quite true	%	Notreally/ Not true at all	%	NR	For office use
It's something that interests me that's not offered in school	19	47	21	51	1	1 2 3 4 9 (44)
I could have done it in school, but there weren't enough pupils interested	5	12	34	83	2	1 2 3 4 9 (45)
It's offered in school, but I couldn't fit it in with my timetable	6	14	33	80	2	1 2 3 4 9 (46)
It's something that will be useful to me after I leave school	30	74	9	22	2	1 2 3 4 9 (47)
It's a useful addition to what I'm doing in school	25	61	14	35	2	1 2 3 4 9 (48)
I had to fill gaps in my timetable	13	31	35	61	3	1 2 3 4 9 (49)
It gives me a chance to find out more about what the college offers	34	83	5	12	2	1 2 3 4 9 (50)
It was a chance to get an additional qualification	33	80	6	14	2	1 2 3 4 9 (51)
It was a chance to do something out of school	36	88	3	7	2	1 2 3 4 9 (52)
It was the only thing that fitted in with my timetable	10	25	29	70	2	1 2 3 4 9 (53)

10. What do you think of the course so far?
(Again, tick the box that best describes your attitude)

	Very true	%	Quite true	%	Not really true	%	Not true at all	%	NR	
It's given me an idea of what being at college is like	26	63	12	29	2	5	0	0	1	1 2 3 4 9 (54)
It's given me more of an idea of what's available at college	17	41	17	41	3	7	2	5	2	1 2 3 4 9 (55)
It's given me a chance to try out something I'm interested in	22	54	11	27	6	15	1	2	1	1 2 3 4 9 (56)
I've learned things that will be useful when I leave school	13	32	20	49	5	12	3	7	0	1 2 3 4 9 (57)
It's helped me decide about what to do when I leave school	10	24	6	15	12	29	11	27	2	1 2 3 4 9 (58)
It fits in with what I'm doing at school	5	12	12	29	12	29	10	24	2	1 2 3 4 9 (59)
It's not as good as I thought it was going to be	12	29	10	24	9	22	8	20	2	1 2 3 4 9 (60)

THANK YOU FOR YOUR HELP

The Scottish Council for Research in Education

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